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ABSTRACT

The Division of Compensatory Education, which administers Title I in the U.S. Office of Education, has examined a number of successful projects to determine what constitutes a good Title I project and what are the common denominators of success. The Williamsburg program, involving 25 kindergarten teachers, 100 teachers in grades 1 through 4, 20 administrators, and 100 teacher aides, is described in this case study. The program is directed towards improving the achievement levels of the students by concentrating on instruction in reading and mathematics. The reading instruction includes reading readiness, initial reading, critical reading, and word expansion. Mathematics instruction includes manipulatives, mathematical patterns, and computations. After presenting other general information about the school district, the case study discusses the planning, managing, and implementing of the program. Determining pupil needs, involving parents and community, establishing specific objectives, and identifying and using resources are involved in planning the program. The program management is discussed in terms of selecting the staff, selecting and preparing facilities, and developing the curriculum. Program implementation involves training the staff, conducting instruction, involving parents and other community members, and disseminating information. Also discussed are the budget and the evaluation. Teacher training activities for 1968-71 are described in the appendix. (HBC)

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A CASE STUDY

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Continuous Progress Program Williamsburg County, South Carolina

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A Title I ESEA Case Study:

The Continuous Progress Program

Williamsburg County, South Carolina

1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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PREFACE

Title I of the Elementary and Secondary Education Act provides funds to more than three-fourths of the Nation's school districts to improve opportunities for educationally deprived children in low-income areas.

But what constitutes a good title I project? What are the common denominators of success?

To answer these questions, the Division of Compensatory Education, which administers title I in the U.S. Office of Education, has examined a number of successful projects. As might be expected, different assets were found in different projects; each project represented a local school district's response to local problems. Nonetheless, many elements of such projects can be used as examples for other school districts implementing similar programs.

Each case study included in this series can, either as a whole or in part, be replicated. The reports concentrate on educational services and administrative design but also include illustrations of good practices in providing supportive services and involving parents and other community members.

In brief, the case studies in this series describe what is being done in specific locales and where and in what ways the title I mission is being accomplished.

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GENERAL INFORMATION

Identification Data

- State and district – South Carolina, Williamsburg County Schools
- Type of program – Early childhood education in a desegregated district
- Grade level – K through 4
- Number of schools served – 12
- Cost per pupil – $377.10
- Date when program began – 1968-69

Description of School District

Williamsburg County, South Carolina, is predominantly rural, with an economy based on agriculture. The public school system is the largest employer in the county.

According to a rural poverty status index developed by the U.S. Department of Agriculture, Williamsburg County is among the poorest counties in the country. The median family income is $1,750, among the lowest in South Carolina, and more than 60 percent of the families in the county have incomes below the $3,000 Federal poverty indicator.

The county's population in 1970 was 34,532. The average level of education in the State is 7.4 grades. Of the total population over 25, more than 30 percent have less than 5 years of formal education. Less than 15 percent of the county's high school graduates take any advanced training, compared with a national average of more than 75 percent.

With a population that is more than 75 percent black, the county operates a unitary school system with more than 10,000 students. Total desegregation was achieved during the 1960's as part of a massive personnel training and educational innovation program.

The county's elementary schools are divided into four areas, each headed by a field supervisor. Educational statistics gathered before the Continuous Progress Program was implemented showed that one in every five students repeated one or more of the first 3 grades. Seventy-three percent of the children in grades 1 through 3 were from low-income backgrounds, 35 percent had defective speech patterns, and 60 percent had language deficits. Sixty percent of the children could not do the work expected for their grade level.

Table 1 illustrates the high percentage of disadvantaged students in the Williamsburg county schools, using the kindergarten classes as an example.

Capsule Description of the Program

The Continuous Progress Program involves 25 kindergarten teachers, 100 teachers in grades 1 through 4, 20 administrators, and 100 teacher aides in a combined effort to improve the achievement levels of the students by concentrating on instruction in reading and mathematics. The reading instruction includes reading readiness, initial reading, critical reading, and word expansion. Mathematics instruction includes manipulatives, mathematical patterns, and computations. Example 1 illustrates the comprehensive nature of the program.

Table 1. Number and percent of disadvantaged kindergarten children in Williamsburg County: 1971-72

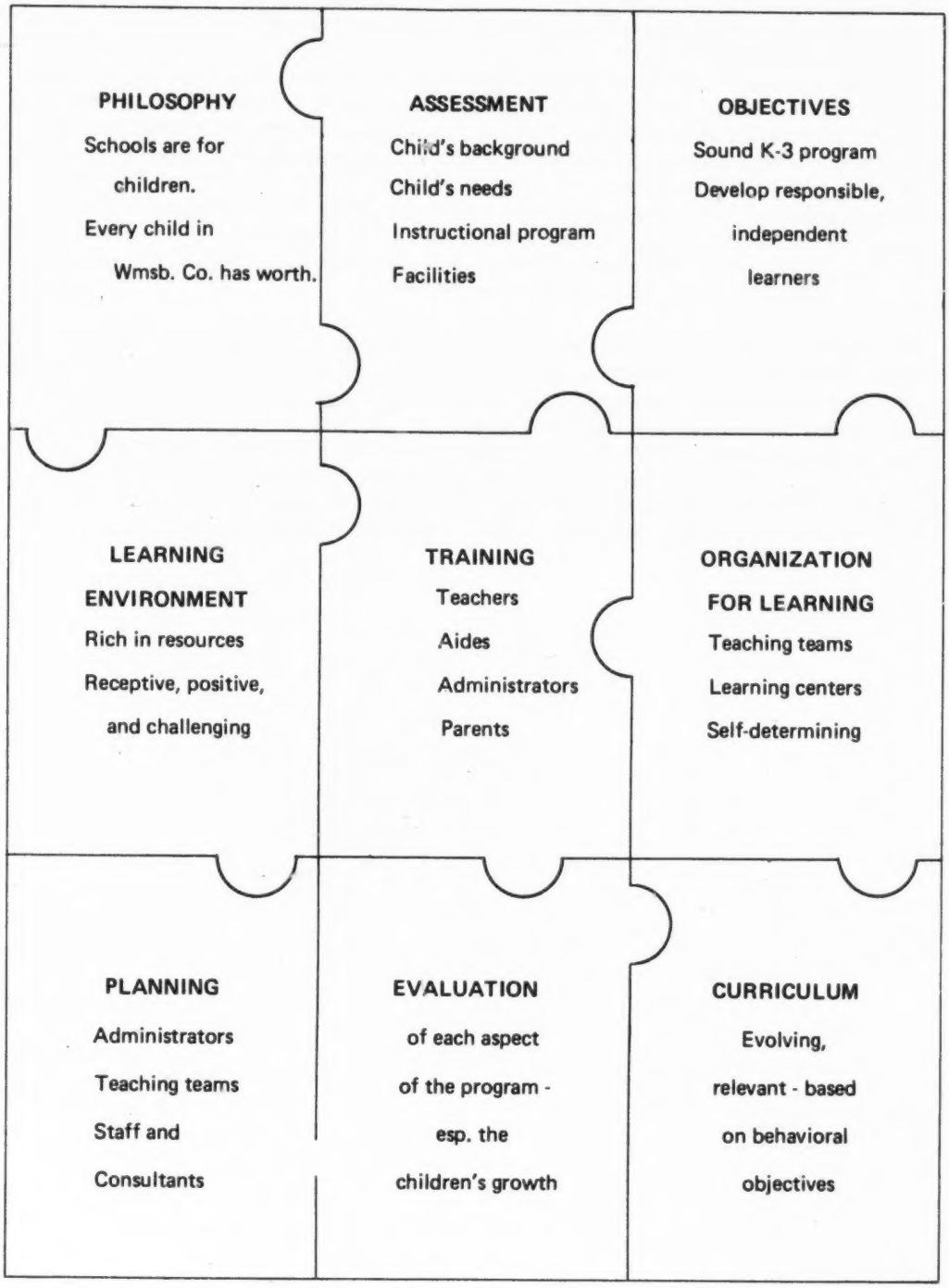
School[1]	Number of K classes	Enrollment[2]	Disadvantaged	
			Number[3]	Percent
Anderson-Kingstree	7	171	145	76
Battery Park	2	53	49	92
Cades-Hebron	2	44	40	90
Hemingway (elementary and middle)	4	95	75	79
Lane	2	42	37	88
St. Mark	3	67	62	90
Williamsburg Training	2	46	38	82
Williamsburg-Blakeley	3	72	60	83
Total	25	604	506	84

[1] Only eight physical plants have kindergarten classrooms, but the pairing of schools means 12 schools actually have kindergarten students in the program.

[2] Source: School records.

[3] Source: Standard Poverty Index used by Williamsburg County.

Example 1. An overview of the Continuous Progress Program



The program started as a kindergarten project in 1968-69 and was so successful that it evolved into a continuous progress program in the primary grades.

Teacher training was an important component of the program, both because a number of Williamsburg County teachers did not have college degrees and because the county was changing its emphasis from traditional, graded classrooms to skills development centers supervised by teams of teachers and aides. The first training session was held for 6 weeks in the summer of 1968; the following summer a 3-week course was offered. Inservice training consists of full-day sessions once a month. In addition, a number of college courses were offered for program personnel, under the auspices of the University of South Carolina and of South Carolina State College, and a number of teachers took courses on their own, with a few completing work toward degrees.

Classroom instruction occurs under a team-teaching approach in skills development centers. Classrooms are arranged in centers, with each center having several work areas and materials and equipment appropriate for the skill being developed. Although instruction concentrated on language and mathematics skills development in the first years of the program, it was expanded in 1971-72 to include a number of other areas. The county hired part-time consultant-trainers in science, music, physical education, English as a second language, and child guidance to assist classroom teachers in the improvement of their instructional techniques and to organize a total of 90 field trips for program participants.

PLANNING THE PROGRAM

Planning the Continuous Progress Program was a long-term effort since the program was implemented in stages. The planning began in earnest in 1968 when Williamsburg County school administrators, led by Superintendent R.C. Fennell, agreed that the school system needed revamping to deter retentions, absenteeism, students functioning below grade level, and reading performances far below the national average.

Teachers, principals, administrators, outside consultants, and representatives of the State Department of Education (including the State title I staff) and nearby universities and colleges worked together to gather data and study the causes of educational problems in the county. They agreed to concentrate on early childhood education, in the belief that a solid educational base in the first years of schooling would prevent many problems.

In February 1969 Mr. Fennell appointed a steering committee to oversee the planning and implementation of the Continuous Progress Program. The committee consisted of three teachers, a principal, and an area superintendent from the target area.

Determining Pupil Needs

Staff members of the Williamsburg County schools identified the following problems as existing in their schools in the late 1960's:

1. High percentage of retentions, e.g., 21 percent of 1st-graders
2. High percentage of nonreaders in grades 4-12
3. High percentage of students working below grade level
4. High percentage of absentees
5. High percentage of 6-to-8-year-olds functioning in the lower 10th percentile according to national reading norms.

Planners felt most of the problems could be solved by increasing motivation, competency, and individualization in the first 4 years of schooling. The program they designed consisted of both a kindergarten program in the 11 target area schools in the district and gradual expansion of the program up to grade 4. All children from low-income homes in the county were eligible for the program.

Within the individual classrooms, the needs of the children were identified through an item analysis of the various testing instruments, the anecdotal records maintained by the instructional staff, and leads from parents or other persons closely related to the child.

Involving Parents and Community

Once the general design of the program was formulated, parents were asked to assist school personnel in establishing objectives for the program. In addition, parents served on the Career Opportunities Program (COP) Council and the Progress Report Committee.

COP is an important asset in involving the community in the Continuous Progress Program. Through COP, community members are hired and extensively trained to serve as aides in the schools.

Since the beginning of the program, Williamsburg County has established a title I parent advisory council. The council has eight members, six blacks and two whites, six women and two men. Council members review title I plans and evaluations, making recommendations for the future and monitoring present activities.

The principals of schools in each of the county's six administrative areas selected parents from their area to serve on the council. At the request of parents, a teacher and two principals now serve on the council. Other school personnel, including Mr. Reeves, meet with the council but do not vote.

Establishing Specific Objectives

The major objective of the Continuous Progress Program is to provide individualized instruction and continuous educational progress for children from low-income backgrounds in grades K-4, thus providing quality education — through competent teachers and a comprehensive curriculum — for every primary-grade child in the county.

More specifically, the program aims to:

1. Establish and maintain a sound countywide kindergarten program for 5-year-olds.
2. Provide individualized instruction and continuous educational progress for every child in grades 1-4 through a balanced educational program.
3. Maintain at least a 90-percent attendance rate for every child.
4. Have 90 percent of the children entering 4th grade in 1972 able to master 90 percent of the language skills considered necessary at their grade level.
5. Eliminate all extreme deficit areas in psycholinguistic abilities by 1972.
6. Provide an environment which enables every child to be an independent learner.

In addition to the overall project objectives, planners also established specific objectives for services given to project participants. These were:

1. The children will show significant gains in both the affective and cognitive domains.
2. The children will receive health screening and will be provided with any necessary medical and dental care.
3. The children will receive one hot meal a day.
4. The children will take at least a 1-hour nap each day.
5. At least 75 percent of the children in any given classroom involved in the program will be from educationally deprived backgrounds.

Identifying and Using Resources

The steering committee did an excellent job of identifying local, State, and national resources which could be used to enhance the effectiveness of the Continuous Progress Program.

At the local level, the thrust of the early childhood program resulted in implementation of several other projects. The county applied for and received a Follow Through grant for eight 1st-grade classes in three schools, using the Englemann-Becker approach. Many of the Follow Through students had been in the county's pilot kindergarten program during

1968-69. In the summer of 1970 the county initiated a Youth-Tutoring-Youth Program with prevocational students in grades 7 and 8 tutoring 7-and-8-year-old children from the Continuous Progress Program. The county's Career Opportunities Program, begun in 1970, served as a training ground for paraprofessionals from low-income backgrounds. All COP participants worked as teacher aides in the Continuous Progress Program and, at the same time, studied toward a degree in early childhood education.

The program also made use of the county's health services, food program, speech clinic, and library facilities. All children received a hot lunch and many received breakfast, paid for with funds other than title I ESEA. In 1971-72, 1,381 children received immunizations, 23 had X-rays taken, 7,472 had vision tests, 91 received glasses, and 133 had their hearing screened. An Ascaris treatment program sponsored by the county health program and the U.S. Office of Economic Opportunity treated 3,444 persons, including school children.

Williamsburg County made wise use of the resources available from the State Department of Education and State schools. The University of South Carolina (USC) and South Carolina State College jointly sponsored many of the program's training activities, offering undergraduate or graduate credit where appropriate. Dr. Milly Cowles, professor of early childhood education at USC, served as chief consultant for the program. Other consultants included staff members from USC, South Carolina State College, and several other universities throughout the country.

In addition to personnel, planners of the Continuous Progress Program made use of written materials available from State sources. They also gathered information from early childhood education projects in Texas and Colorado and from national organizations concerned with preschool and primary level education.

The federally funded Desegregation Center at USC advised Williamsburg County during all planning phases to insure that the Continuous Progress Program effectively integrated both staff and students. The center also paid the instructors' salaries for the training courses held in the spring and summer of 1969.

MANAGING THE PROGRAM

Overall coordination of the Continuous Progress Program is the responsibility of the county coordinator of early childhood education, Miss Mary Harper. She works closely with the county title I coordinator, E. R. Reeves, and the county superintendent of education, R. C. Fennell.

Although individual principals supervise the program within their schools, four field coordinators oversee efforts in the title I target areas. They are: Mrs. Nell Corder, Mrs. Carrie Gourdine, Mr. Roger Stiles, and Mrs. Betty Woods. The 12 participating schools are divided into four areas (there will be five areas in 1972-73), with one field coordinator responsible for each area. The coordinators work closely with principals, teachers, and aides in planning program activities and solving problems. In a sense, they offer continuous on-the-job training to the project staff.

Selecting the Staff

In addition to Miss Harper, the staff for the Continuous Progress Program includes Furman Demery, who arranges for parent-school liaison and whose salary is paid by the county; a Follow Through director, Napoleon Giles; and full-time and part-time secretaries. Because the county's Career Opportunities Program provided aides for the Continuous Progress Program, the COP staff — consisting of a resident supervisor, Dr. Nancy McCutcheon of the University of South Carolina, and a director, Dr. Milly Cowles — worked closely with the early childhood education staff.

The criteria used in the selection of key staff members were knowledge of early childhood education, attitude, State certification, classroom and administrative experience, ability to work with others, and availability.

The instructional staff for the program consists of the kindergarten-through-4th-grade teachers at the county's title I schools. Their salaries are paid with State and local funds. The teachers are assigned to the schools by the county personnel office. Race became a factor in assignments in the 1971-72 school year as the county tried to achieve a 60-40 ratio of black to white teachers in each school.

The county also employed a number of outside consultants on a continuing basis for training and evaluation. These included Hank Baud, Dr. Owen Corder, Mrs. Theo Hartin, Miss Janet Stanton, and Joel Taylor from the State Department of Education; Mrs. Jean Higgins, Mrs. Oscarola Pitt, and Dr. Clemmie Webber from South Carolina State College; Mrs. Alicia Moore and Mrs. Naomi Dreher from the Columbia, S.C., city schools; Dr. Jane Raph and Dr. Jim Wheeler from Rutgers University; Dr. Everett Keach and Dr. Bell Feltner from the University of Georgia; Dr. Milton Akers of the National Association for the Education of Young Children; and Dr. John Greene, past president of the Association of Supervision and Curriculum Development.

The criteria used for selection of these chief consultants were knowledge of the field, commitment to early childhood education, contacts within the field, affiliation with an accredited school or association, reputable academic background, experience in early childhood education, price, and availability.

The chief consultants for the program were Dr. Cowles, already mentioned, and Dr. Kathyrn Daniel, professor of educational psychology at the University of South Carolina.

In addition to the consultants listed above, the Continuous Progress Program also employed other consultants periodically. They were usually specialists in a field where the staff felt additional expertise was needed.

Selecting and Preparing Facilities

Before the Continuous Progress Program began, most classrooms in Williamsburg County were traditionally arranged with desks in rows and students seated facing the teacher. Few classrooms had centers of interest, and most lacked adequate storage space for both students and teachers. In addition, furnishings were limited and sometimes in need of repair, and lighting and heating were often poor.

To correct this poor learning environment, the classrooms were arranged into skills development centers for art, blockbuilding, manipulative skills, library, music, family life, and science. While the kindergarten classes remained self-contained, furniture and equipment were rearranged to provide various learning centers within the classroom. Two schools placed their kindergarten classes in portable units. Each class received multimedia equipment and materials to stock the activity centers; teachers were also able to borrow more technical equipment and resources, such as large audiovisual equipment, films, professional references, and sound filmstrips, from a central depository. Each kindergarten class also had its own bathroom facilities.

Classrooms for grades 1 through 4 were contained in larger physical units to provide a nongraded atmosphere in which each child could progress at his own rate. The large rooms contained varying numbers of learning centers, six or seven on the average. Example 2 illustrates the physical arrangement for one school. Again, each center had a wide range of equipment and materials appropriate to the skills being developed. Table 2 indicates the types of learning centers set up in 1st-grade classrooms at 10 elementary schools.

Developing Curriculum

A study of primary-grade classrooms in the county's title I area in the late 1960's showed there was very little individualized instruction. Seventy-four percent of the 1st-through-3d-grade classes used one basal text series; 35 percent of the classes had no reading-readiness instruction; and 50 percent of the classes started the children in whatever reading text was designated for that grade level, regardless of their individual abilities. While most classes had two to three reading groups, some did not, and few classes used small-group instruction in any other content area.

The skills development centers were first introduced into 22 kindergarten classrooms in the 1968-69 school year. In February 1969 the county adopted a 5-year plan for a Continuous Progress Program which would concentrate on language skills, but not to the exclusion of other disciplines.

In general, there were two curriculum plans. For the eight classes in three schools with Follow Through, the Englemann-Becker model was followed.

Example 2. Physical plan for learning centers within one school

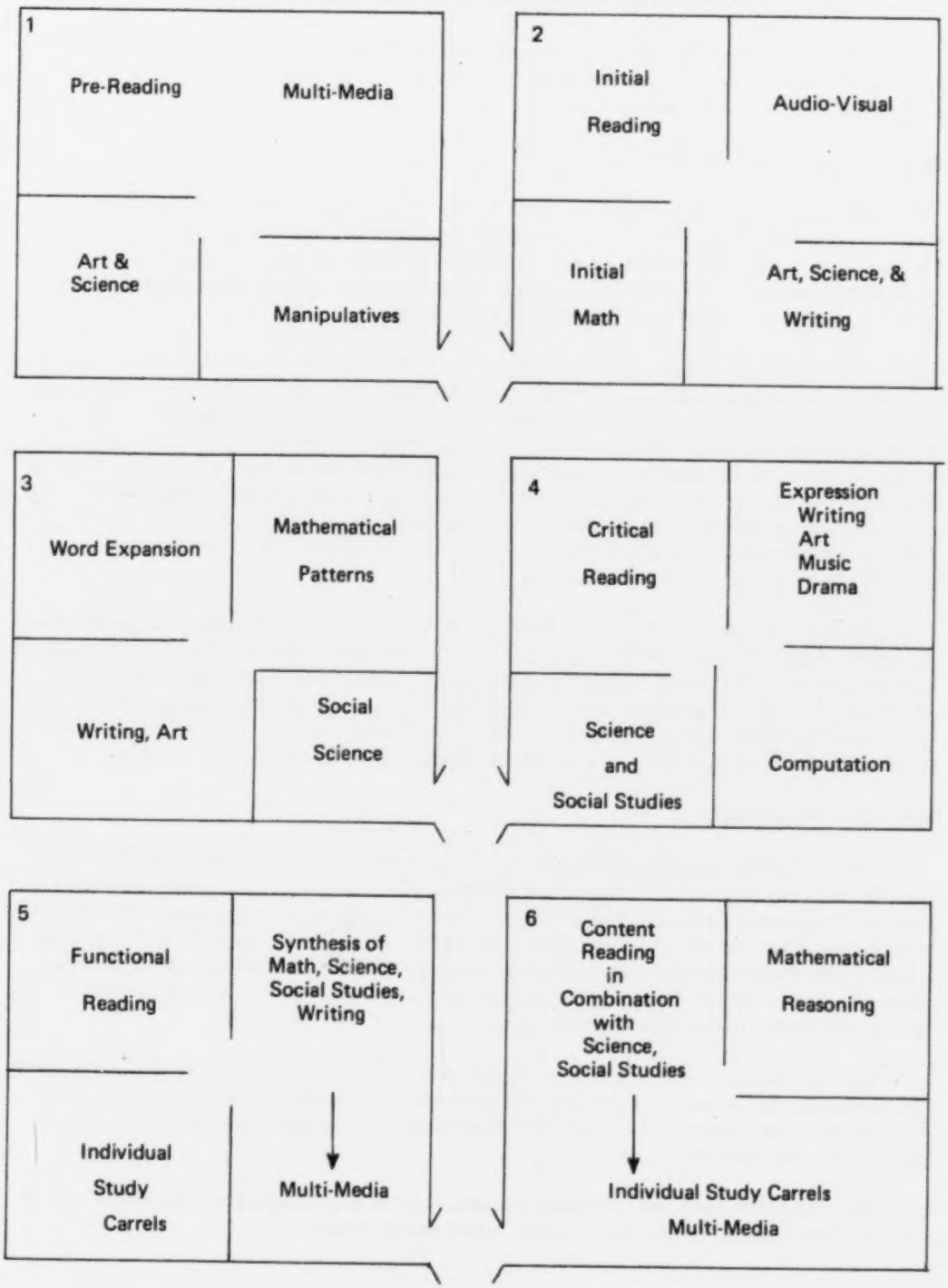


Table 2. Types of learning centers in 1st-grade classrooms of 10 elementary schools: March 1970

Skill centers used	Anderson	Battery Park	Cades	Chavis	Greeleyville	Hebron	Hemingway	Kingstree	St. Mark	Williamsburg	TOTALS
Language arts (2 or more)	√	√	√	√	√	√	√	√	√	√	10
Math	√	√	√	√	√	√	√	√	√	√	10
Listening	√	√	√*	√	√	√		√	√	√	9
Writing	√	√		√	√	√	√		√	√	8
Manipulatives	√	√	√	√		√		√	√	√	8
Library	√	√			√	√					4
Art	√	√	√*	√	√	√		√*	√	√*	9*
Audiovisuals (incl. ETV)		√		√							2
Music		√									1
Science		√				√			√		3
Dramatic play		√									1
Independent (may include some of the above)							√	√	√	√	4
TOTALS	7	11	5	7	6	8	4	6	8	7	

*Sometimes.

At all other schools a modified version of the Arizona Plan, emphasizing language development through the use of skills development centers and individualized and small-group instruction, was adopted. The plan was tested on a pilot basis in two 1st-grade classes at Battery Park Elementary School in the second semester of the 1968-69 school year. Generally the plan involved coupling two or more classes to provide greater variety and more space, reorganizing the classrooms into skills development centers, providing a teacher aide for every two teachers, and training all personnel, both teachers and aides.

The curriculum for language arts involved six sequences. They were:

1. Prereading Development Skills (Early Reading)
   a. Large muscle control: fundamental physical skills, such as balancing, jumping and catching.
   b. Small muscle coordination: eye-hand movements, such as drawing, tracing, and small-object manipulation.
   c. Language facility: knows own name, body parts, and names of common objects; follows simple directions; recognizes and names the primary colors; defines common objects; and comprehends the meaning of such words as *on, under, tired,* and *hungry.*
   d. Personal-social responsibility: cares for personal needs; shares duties and plays with others; and talks freely.

2. Auditory and Visual Developmental Skills (Listening and Seeing)
   a. Auditory perception: identifies and reproduces sounds; matches sounds; classifies sounds, such as rhyme words and words beginning or ending with the same sounds.
   b. Auditory memory: imitates sounds; follows specific oral directions that give four tasks to perform; retells a story in sequence; and repeats a sentence or short poem.
   c. Visual perception: identifies likenesses and differences in colors, sizes, and shapes; traces and copies a design; reproduces a sequence with objects; eye trained to go from left to right, top to bottom.
   d. Visual memory: names familiar objects or pictures of objects; recalls objects seen in a picture; and reproduces a series of pictures that has been viewed and then scrambled.

3. Study of the Written Word
   a. Writes something down and reads back: speaks clearly, in complete sentences; names the letters of the alphabet; uses left to right progressions; distinguishes between size and shape of words; and recognizes his own name and a few basic words.
   b. Phonetic analysis: knows beginning consonant letter sounds and identifies written endings which rhyme.
   c. Structural analysis: can make and recognize plural forms and finds the root word in verbs ending in *s, ed,* or *ing.*

4. Expanded Word Recognition Skills
   a. Picture, configuration, and context clues: uses pictures, sizes and shapes of words, and other words in a sentence to help decode an unfamiliar word.

b. Phonetic analysis: knows beginning, middle, and ending consonant sounds; substitutes a consonant to form a different word; knows a few consonant blends and digraphs; and identifies 20 endings which rhyme.
c. Structural analysis: recognizes both the plural and possessive forms of nouns and recognizes compound words.

5. Critical Reading Skills (Word Understanding)
   a. Comprehension: identifies the main idea of a story; distinguishes between reality and fantasy, between fact and opinion; and makes comparisons and infers meaning.
   b. Reference skills: locates specific information and knows and uses parts of reference books and dictionaries.

6. Synthesis of Previous Skills (Independent Reading)
   a. Independent reading: uses previously learned skills to master new material; answers explicit questions about what was read; and reads orally with expression.
   b. Functional reading: reads in various subject areas and reads and writes, signs, new items, letters, etc.

A child proceeds to the next sequence when he has mastered the listed skills to the point that he can do them independently and with accuracy. The behavioral skills listed as part of the curriculum development were designed to help teachers evaluate and place each child and to assist in appropriate lesson planning.

IMPLEMENTING THE PROGRAM

To insure effectiveness and allow time for field testing and needed changes, the Continuous Progress Program was implemented in stages. The program began in 22 kindergarten classrooms in the 1968-69 school year. A pilot 1st-grade program began at one school the second semester of that year; with modifications it was expanded into 28 1st grades the following year. In early 1969 county administrators approved a 5-year plan for early childhood education. At first the program involved only the kindergarten through 3d grades; the 4th grade was added to the plan in 1971. Although the program concentrated on language arts instruction, a new component was added in 1971 to provide specialists in science, music, physical education, English as a second language, mathematics, and child guidance to assist teachers in planning more appropriate lessons and to organize field trips for the children.

Training the Staff

Planners of the Continuous Progress Program considered the training of personnel the most important element in the success of the program. The Southern Association of Elementary Schools requires inservice training of personnel to meet accreditation standards; the State Department of Education requires periodic study for certification renewal. But Williamsburg County's training program went far beyond such minimal requirements. It involved administrators, teachers, aides, and substitutes in a continuous training program. The appendix includes the complete training schedules for 1968-71.

Before the kindergarten program got underway in the fall of 1968, 22 kindergarten teachers, 22 aides, and 10 substitutes participated in a 6-week training course that summer. Directors of private kindergartens in the county were invited to attend the sessions. Five members of the State Department of Education, two professors from the University of South Carolina, four professors from out-of-State institutions, a nationally known early childhood education specialist, five staff members from the Sumter, S.C., preprimary program, and nine county leaders also participated in the training program.

Inservice training for the kindergarten personnel and administrators of the pilot program continued throughout the school year. Once a month at least two visiting professors conducted full-day training sessions. In addition, county staff members and local project directors periodically visited the classrooms. At times classroom sessions were videotaped, and teachers and administrators got together later to discuss the impact of the instruction on student learning. Field coordinators provided constant supervision.

In the spring of 1969 the University of South Carolina and South Carolina State College sponsored a joint college course for program personnel, financed by USC's Desegregation Center. USC offered nondegree graduate credit for the course, and S.C. State offered undergraduate credit. Fifty-five persons took the course.

The county received a Follow Through grant in 1969, and the Follow Through classes were incorporated into the overall design for early childhood education within the county. Follow Through staff members, including 16 teacher aides and four other staff members drawn from the title I target area, could receive up to 12 hours of credit for completing a correspondence course from the University of Illinois and meeting other work requirements.

With the decision to expand the Continuous Progress Program into the 1st grade (and gradually up through the 6th grade), the program staff organized another summer training course in August 1969. The course, carrying 3 hours of nondegree credit, ran for 3 weeks and involved 75 hours of classroom time. Dr. Cowles and Dr. Daniel brought in five other college professors, a music instructor, an administrative consultant, and several county staff members to assist in the instruction. The training, jointly funded by the Desegregation Center and title I, centered around learning centers, which gave participants an opportunity for self-selection, practice, study, and self-improvement.

Inservice training sessions for kindergarten and 1st-grade personnel were held throughout the 1969-70 school year. In the summer of 1970, 26 staff members attended a 2-week conference at the Institute on Continuous Progress and Cooperative Teaching, University of North Carolina at Greensboro. Later that same summer the preservice training course was offered for all K-3 teachers, aides, and administrators. A lab school was open for 3 weeks in conjunction with the 5-week training course.

Over 150 teachers, aides, and administrators attended an optional 3-hour training workshop for four consecutive Friday afternoons in May 1971. The workshop focused on mathematics, using the county-developed math skills guide as a basis for discussion. The participants agreed they needed more training in mathematics, science, music, and standard English language; thus, the county hired specialists in these areas to assist classroom teachers and organize special inservice training sessions during the 1971-72 school year.

Intensive training, involving both workshop sessions and a lab school, was offered again in the summers of 1971 and 1972. Example 3 is the registration form for the 1972 session. Participants were in training for 3 weeks, from 9 a.m. to 3 p.m. daily. Eight groups of children attended the lab school for 5 weeks. The 1st week trainees observed classroom activities each morning and criticized the activities each afternoon. The 2d week all participants took turns teaching in the lab school during the morning, using their afternoons for planning purposes. Administrators, teachers, aides, substitutes, librarians, and secretaries participated in the summer courses.

In addition to such inservice training courses, all teacher aides take college course work as part of the Career Opportunity Program. Teachers are also encouraged to take courses aimed at certification in early childhood education.

In 1972-73, Continuous Progress Program staff members will participate in race-relations training for the first time. In a sense, all personnel have received on-the-job training in race relations because the program design calls for the pairing of black and white personnel. For instance, a black teacher works with a white aide, a white teacher with a black aide. When applicants were interviewed for the program, their attitudes toward themselves and others were explored, giving administrators some indication of how certain personnel would work with others.

Conducting Instruction

Classroom instruction in the Continuous Progress Program is based on two elements — team teaching and continuous progress.

Example 3. Summer training registration form: 1972

Name _____ School _____

Home Address _____

Teacher, Aide, Substitute, Librarian? _____

Level (Kindergarten, Pre-Reading, Auditory-Visual, Coding, Word Expansion, Critical, Functional, 5th Grade)? _____

Check the columns under the dates you plan to attend.

Optional, Non-Credit	June 19-June 30
English Refresher Course	
Math Refresher Course	

Option to Attend 1, 2, or all 3 weeks	July 24	Week of July 31	Aug. 7
Workshop and Lab School			

If you want credit for the Workshop-Lab School training, please check *the course* you prefer:

_____ Materials and Methods

_____ Practicum in Early Childhood Education

_____ The Young Child: Growth and Development

_____ Curriculum

(You may register for only one course, and receive 3 hours credit. For credit you must attend all three weeks).

Optional, Field Trips	Yes
Charles Town Landing, July 8	
Brookgreen Gardens and Theater at Myrtle Beach, July 15	
Boat Trip to Ft. Sumter and Town of Charleston, Aug. 19	

Two or more teachers and one or more instructional aides will be available for a child as he works in a skills development center. The team teaching approach has several advantages:

1. It increases the ratio of instructional personnel to students.
2. It enables each teacher and aide to share ideas and abilities with other team members.
3. It better utilizes teacher expertise and minimizes the effect of teacher weaknesses on students.

The teaching teams plan lessons together, assisted by the field coordinator, the school principal, other team members in the school, and subject matter specialists hired as part of the program in 1971. Team members divide duties and instructional responsibilities according to strengths and weaknesses and adjust these responsibilities as necessary.

As each child enters the Continuous Progress Program, a teacher examines his past records and all pertinent data to determine the sequence in which he will be placed. The teacher may choose to consult parents or former teachers. By placing a student in the sequence which most nearly matches his development, a teacher can be sure he will have both success and sufficient challenge. When a skill is mastered, the child moves into a new and expanded sequence of skills, in a different learning environment with a teacher well-prepared to guide his development. Example 4 illustrates the progress within the six sequences discussed earlier.

Teachers make periodic notes, based on classroom observations, to use as a guide for student help and placement and as a measure of student adjustment and progress. An example of a 5-minute observation by a kindergarten teacher follows:

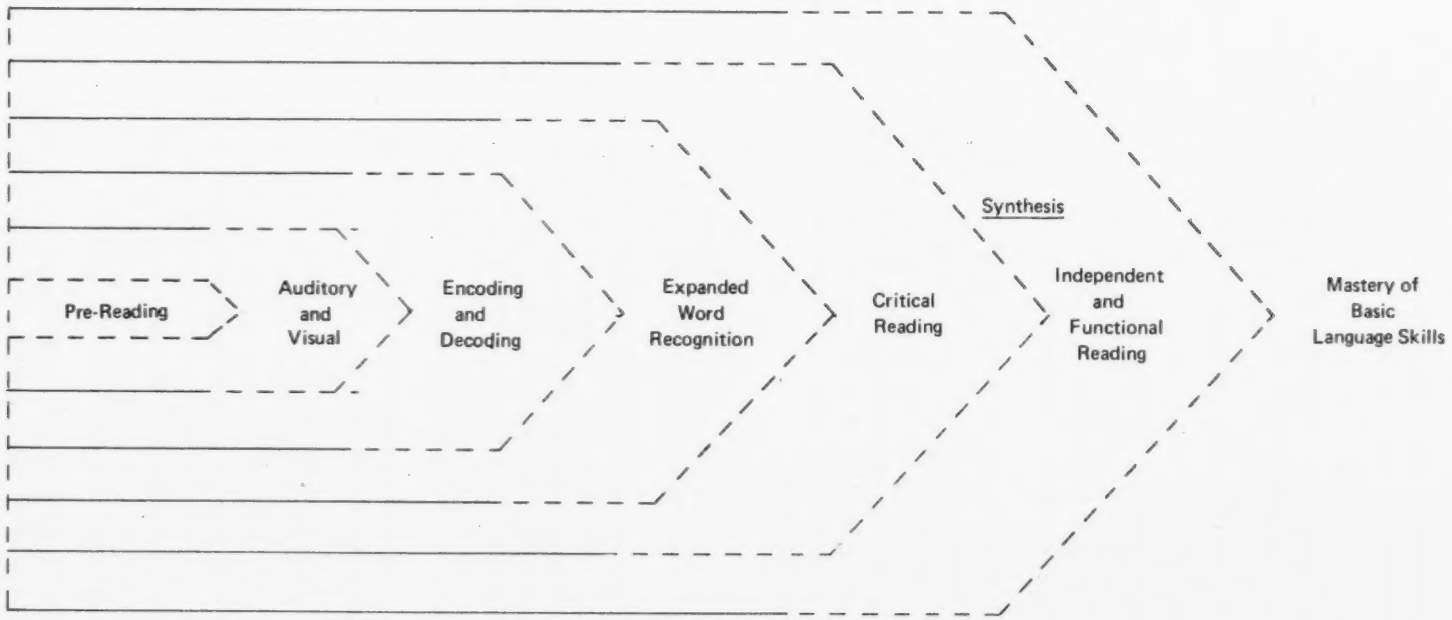
> John went to the block center and built a fire truck with large block busters. He climbed into the "truck" and began to drive it. He climbed out of the truck, went over and got a fireman's hat, then began driving again. He went over to a table where a girl was working with tinker toys; he picked up some of the pieces and dropped them on the floor. He went to the shelf, got lego-blocks, and built a trailer. He said the trailer was for the fire truck. He returned to the fire truck to find a boy in it. He ran the boy out of the truck, got in it, and said, "I've got to go."

Staff members also keep detailed accounts of the services received and progress made by individual children. For instance,

> Boy – Born 3-29-62. Diagnosed by psychologist as mentally retarded, cerebral palsy. By November this child could (and did): take care of his bodily needs unassisted; say as many as 30 words distinctly enough for a visitor to understand; enter into activities with several other children on a give-and-take basis; and eat with utensils unassisted. By December he scored 70 percent on nonverbal, body-parts name inventory. By January he scored 90 percent on verbal, body-parts inventory. By February he scored 100 percent on function, body-parts inventory. This is an example of the progress made in one specific area by one child.

In addition to such informal observations, the teachers maintain detailed records of each child's success in meeting skills development objectives. Example 5 is the checklist

Example 4. Stages in Continuous Progress sequence



Example 5. Teacher's checklist for mastery in auditory and visual skills development

Auditory Perception Child's Name	Identifies Gross Sounds (as bells, clapping, tearing, etc.)	Identifies Less Gross Sounds (as cutting, tinkling, tapping)	Tells the Location of Sounds	Identifies Rhyming Words in Familiar Context (nursery rhymes, etc.)	Identifies Rhyming Words in Unfamiliar Context (as Pat dear/come here.)	Supplies Rhyming Words (You eat with me; I rhyme with moon. etc.)	Identifies Rhyming Words in an Oral Series (boat, boy, goat, coat)	Recognizes Same Word Repeated Orally in a Series (boy, doll, boy)	Recognizes Spoken Words that Begin with Same Consonant Sound (boy, run, ball)	

used by teachers and aides to record a child's mastery of auditory perception skills within the auditory and visual skills development sequence.

Teachers are assisted in improving classroom instruction by periodic visits from outside evaluators, usually staff members of some university or the State Department of Education. The evaluators indicate both the good and bad points of what they observed. Among the impressions most frequently reported were extensive use of individual and small-group instruction, opportunity for collaborative and constructive play, little nonpurposeful, uncontrolled play, use of teacher-made materials, and creation of an atmosphere of excitement about learning.

Involving Parents and Other Community Members

In general parents were involved in the Continuous Progress Program in three ways—through home visits, visits to the school, and a locally developed Student's Progress Report.

All teachers make home visits as necessary and write reports of these visits for inclusion in a student's records. In addition, the program staff drafted a letter (see example 6) inviting parents to visit their child's classroom and periodically sent handouts (see example 7) home to parents.

A copy of the Student's Progress Report is given in example 8. Five groups of parents in five different areas of the county worked with teachers and administrators to design the report card.

Some parents were involved more directly in the program. Seventeen parents in one elementary school attendance area participated in a substitute training program in the fall of 1970; nine more took similar training the next summer. Subsequently, seven became part of the COP and work as classroom aides full time; the others continue to serve as aide-substitutes. A few parents with special skills served periodically as resource persons in the schools.

Disseminating Information

The Williamsburg County program was one of the projects presented at length in five national or regional meetings: the ASCD convention in spring 1971 at St. Louis, discussing "Cooperative Endeavors in Early Childhood Education"; a special session on "Research in Early Childhood Education" at the convention of Early Childhood Education Researchers at Athens, Ga., in April 1970; the EKNE Invitational Research Conference at Washington, D.C., in January 1971; the Right To Read Conference at Panama City, Fla., in April 1971; and the Southern States Work Conference at Daytona Beach, Fla., in June 1971.

A number of magazines, including *South Carolina Schools* (summer 1971), *The National Elementary Principal* (September 1971), and *Child Centered Curriculum* (1971), printed articles about the Continuous Progress Program. It also received coverage from the local news media, including an extensive tape presentation by a Hemingway radio station.

Example 6. Letter inviting parents to visit the schools

Dear Parents:

The very best way for a teacher to report any child's progress at school is to talk with the parents, in private conferences.

Another good way for parents to learn about the child's school work is to visit the classroom, to see and to hear what is going on.

A "report card" is a way to give parents a *very short summary* of the child's general progress.

In our Primary Program we are trying to work with your child as an individual, helping him to develop, day-by-day, his abilities and skills. To do this we use a learning sequence to guide the teacher. The enclosed explanation will help you to understand what we mean.

You are welcome to visit the classroom at any time. Please follow these few suggestions.

1. Go by the principal's office – to let him know you want to visit the classroom.
2. Quietly enter the classroom – trying not to interrupt whatever is going on.
3. Observe (look and listen) as long as you like.
4. Leave as quietly as you entered.
5. *Do not* come for a talk with the teaching staff during class time. Make an appointment to talk with the teacher *after* school hours.

Example 7. How Can Parents Help? – A handout for parents

1. Make time, every day, *to talk with* your child - happy talk!

2. Find one specific reason, every day, to praise your child.

3. Encourage your child:
   a. To try
   b. To think
   c. To complete a task
   d. To make decisions.

4. Play with your child - indoor and outdoor games that the child enjoys.

5. Give your child some responsibilities.

6. Care for your child's physical well-being.

7. Enrich your child's life experiences:
   a. Tell him of his heritage
   b. Explore his physical world with him
   c. Go places together.

8. Listen to your child!

9. Visit your child's school - often.

10. When a teacher gives a child a specific assignment to complete at home, let the child do it. If it is too hard, or too much, or just "busy work," then talk it over with teacher or principal.

Remember: YOU are your child's model.

If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Example 8. Locally developed Student's Progress Report

Growth in Habits and Attitudes

The development of desirable habits and attitudes is an important aspect of a child's progress. The marks are based on observation of the teacher as she watches the child work or play with others at school.

√ Means usually does X Means often does not

Reporting Period	1	2	3	4	5	6
Follows direction						
Works independently						
Uses time wisely						
Practices self-control						
Completes task						
Accepts school rules						
Works well with others						
Shares responsibility						
Is polite						

Attendance	1	2	3	4	5	6
Days absent						
Days tardy						

Growth in Knowledge and Skills

Reporting Period	1	2	3	4	5	6
Language (Reading)						
Early Reading						
Listening & Seeing						
Word Study						
Word Expansion						
Word Understanding						
Independent Reading						
Mathematics (Number Study)						
Beginning Numbers						
Understanding Numbers						
Problem Solving						
Handwriting						
Forms Letters Correctly						
Stays on Line						
Spaces Between Words						

N - indicates need for improvement
Parent-Teacher Conference Necessary
S - indicates satisfactory progress
R - indicates rapid progress
M - indicates mastery

Language includes: Science, Social Studies, Art, Music, and Physical Education.

In January 1971 the staff assembled a packet of 15 papers to respond to requests for information about the program. To date more than 1,000 of the packets have been sent to school officials all over the country. Among the groups visiting the program in person were: undergraduate and graduate students, administrators, and professors from the University of South Carolina; administrators and teachers from the Horry County, Belton, Columbia #1, Richland County, and Manning school districts; teachers from the Laurinburg (N.C.) and Beaufort, Oconee County, and Columbia (S.C.) school districts; professors from Winthrop College and South Carolina State College; graduate students from Columbia College; and representatives of the State Department of Education.

In addition to these formal dissemination efforts, staff members give presentations at PTA, civic association, and church meetings. Miss Harper speaks to two outside groups each week.

BUDGET

The budget for the Continuous Progress Program during its first 3 years of operation was:

Category	1968-69	1969-70	1970-71
Equipment and furniture	$18,870	$21,232	$37,610
Materials and supplies	27,611	22,963	35,240
Travel	778	2,156	6,500
Testing	1,946	3,710	7,800
Inservice training	10,649	32,218	44,970
Substitutes (work-study)	--	908	18,760
TOTALS	$59,854	$83,187	$150,880

In 1968-69 the program operated in 22 kindergarten classrooms. In 1969-70 50 kindergarten and 1st-grade classrooms had the program; in 1970-71, there were 100 classrooms, K-3, with the program.

EVALUATION

The evaluation of the Continuous Progress Program is a joint effort of county supervisory personnel and outside consultants. County evaluators administer pretests and posttests to assess student progress. Both county supervisors and outside consultants from the State Department of Education and a number of colleges and universities visit the K-through-4th-grade classrooms on a regular basis to evaluate teacher effectiveness, student interest, and the general success of the program. In addition, a longitudinal study was designed to assess the psycholinguistic abilities of the children in the Continuous Progress Program. Dr. Jane Raph of Rutgers University, in a report written in May 1970, said the overall evaluation effort of the program "will make a sizable contribution to our knowledge of children from rural poverty backgrounds and result in long-overdue, critically needed changes in educational practices."

The Longitudinal Study

The longitudinal study in use in Williamsburg County is the outgrowth of a similar control study in September 1969 which failed. The first study attempted to compare the reading readiness of Williamsburg County kindergarten students entering the 1st grade with a similar "control" group from a neighboring county where the children had no preschool training. Due to an error, the children tested in the neighboring county were not a match because they were predominantly white and middle class – not black, educationally deprived, poor children like those in Williamsburg.

Therefore, the county established its own control groups for use in a long-term evaluation. In January 1969 a random sample of 32 1st-grade children who were not in the program took the Illinois Test of Psycholinguistic Abilities (ITPA). At the same time, 32 kindergarten children participating in the program took the same test. In January 1970 the ITPA was administered to the original sample groups and a random sample of 32 3d-graders. All three groups took the test again in January 1971; by this time the original 1st-graders had had 5 months of experience in the Continuous Progress Program while the original kindergartners had been in the program since its inception. There were significant differences in the test scores favoring the original kindergarten group, indicating that the Continuous Progress Program helped upgrade performance. However, evaluators believe the results will be more significant the longer a child is enrolled in the program. Table 3 gives the ITPA scores for the sample kindergarten and 1st-grade groups for 1969, 1970, and 1971, and for the 3d-grade group in 1970.

Achievement Data

In addition to the longitudinal study, evaluators gathered annual achievement data to assess the effectiveness of the program. Standardized tests administered to 1,991 1st-through 3d-grade students during the 1969-70 and 1970-71 school years indicated the number of children performing below grade level in vocabulary dropped 12 percent and in comprehension 26 percent. More importantly, there was a significant decrease (31 percent in vocabulary and 42 percent in comprehension) in the number of children 1 or more years below grade level. Table 4 shows the percentages of students performing below grade level.

Table 3. Mean scaled scores and categories of the 10 subtests on the ITPA and the difference between PLA[1] and CA[2] for the original random samples of children tested in January 1969, January 1970, and January 1971

Subtests	January 1969				January 1970			
	Original kindergarten N = 32		Original 1st grade N = 32		Original kindergarten N = 31		Original 1st grade N = 32	
	Average scaled score	Category	Average scaled score	Category	Average scaled score	Category	Average scaled score	Category
Auditory reception	29.47	Borderline	25.94	Deficit	27.88	Borderline	25.00	Deficit
Visual reception	31.87	Average	28.72	Borderline	32.28	Average	26.28	Deficit
Auditory association	24.97	Deficit	17.12	Deficit	24.50	Deficit	19.84	Deficit
Visual association	25.62	Deficit	22.94	Deficit	30.07	Average	24.31	Deficit
Verbal expression	31.09	Average	25.78	Deficit	30.58	Average	25.62	Deficit
Manual expression	33.09	Average	28.84	Borderline	33.84	Average	28.97	Borderline
Grammatic closure	23.91	Deficit	17.62	Deficit	19.96	Deficit	14.31	Deficit
Visual closure	33.06	Average	26.84	Borderline	40.32	Average	33.75	Average
Auditory memory	35.12	Average	34.47	Average	35.24	Average	33.23	Average
Visual memory	22.34	Deficit	22.56	Deficit	20.52	Deficit	15.84	Deficit
Difference between chronological age and psycholinguistic age	-13.69 months		-23.00 months		-13.03 months		-27.56 months	

Table 3. Mean scaled scores and categories of the 10 subtests on the ITPA and the difference between PLA[1] and CA[2] for the original random samples of children tested in January 1969, January 1970, and January 1971--Continued

Subtests	January 1970 (Continued)		January 1971			
	Original 3d grade N = 32		Original kindergarten N = 31		Original 1st grade N = 26	
	Average scaled score	Category	Average scaled score	Category	Average scaled score	Category
Auditory reception	22.37	Deficit	25.77	Deficit	21.50	Deficit
Visual reception	22.52	Deficit	29.29	Borderline	25.00	Deficit
Auditory association	20.22	Deficit	24.68	Deficit	24.15	Deficit
Visual association	26.28	Deficit	27.87	Borderline	28.35	Borderline
Verbal expression	21.81	Deficit	30.90	Average	28.35	Borderline
Manual expression	25.62	Deficit	29.55	Borderline	27.00	Borderline
Grammatic closure	10.84	Deficit	16.16	Deficit	12.85	Deficit
Visual closure	32.88	Average	35.19	Average	34.42	Average
Auditory memory	35.31	Average	32.90	Average	34.23	Average
Visual memory	15.34	Deficit	29.35	Borderline	29.73	Average
Difference between chronological age and psycholinguistic age	-35.09 months		-19.48 months		-26.54 months	

[1] PLA = Psycholinguistic age.
[2] CA = Chronological age.

Table 4. Percentages of students performing below grade level: 1969-70 and 1970-71

Below grade level	Vocabulary			Comprehension		
Grade level Year	1-3 69-70	1-3 70-71	4-6 70-71	1-3 69-70	1-3 70-71	4-6 70-71
Less than 1 year	32%	51%	27%	28%	44%	26%
1-2 years	33	16	36	35	6	38
2-3 years	15	8	12	15	12	15
3 or more years	7	0	6	10	0	10
Total below	87	75	81	88	62	89

The baseline control data for the longitudinal study indicated that 3d-graders who had only been in traditional classrooms had eight extreme deficit areas in psycholinguistic abilities – auditory reception, visual reception, auditory association, visual association, verbal expression, manual expression, grammatic closure, and visual memory. By comparison 3d-graders with one-half year experience in the Continuous Progress Program by January 1971 had only four major deficit areas – auditory reception, visual reception, auditory association, and grammatic closure. Also significantly, the difference between chronological age and psycholinguistic age was -35.09 months for the first group and -26.54 months for those in the program.

Across the county, of those children entering 4th grade in 1971, 25 percent had definitely mastered the fundamental language skills and were at or above grade level in achievement; 15 percent were in the borderline range; and 24 percent were still 1 or more years below grade level. The remaining 36 percent of the children were less than 1 year below grade level.

Beginning in 1969-70 the ITPA was administered to all 1st-grade students annually on a pretest and posttest basis. All children in grades 1 through 3 also were pretested and posttested with the Gates MacGinitie Reading Tests.

The kindergarten children take four standardized tests – the Peabody Picture Vocabulary Test (PPVT) to measure verbal intelligence; the Caldwell Preschool Inventory to measure personal-social responsiveness, associative vocabulary, numerical concept activation, and sensory concept activation; the Gates MacGinitie Readiness Test to assess readiness for reading; and the ITPA to measure 10 areas of development essential to the thinking and learning processes. Table 5 summarizes the findings of these four tests for the 1970-71 school year.

The evaluators designed a simple form to record all evaluative data on each student. A copy of the form is example 9.

Classroom Environment

In visiting the classrooms, principals, field coordinators, parents, and outside consultants looked for factors which would affect the learning of students. Example 10 is the form used to elicit parents' comments.

Table 5. Kindergarten test summary for 1970-71

Grade	Administration date Month & year		Name of test	Number of schools	Number of students		Average grade level or percentile of students		Pretest-Posttest
	Pretest	Posttest			Pretest	Posttest	Pretest	Posttest	
K	9/70	5/71	PPVT	10	524	524	MA=3.4	MA=4;11	MA Gain=1.7
K	9/70	5/71	Preschool Inventory	10	587	587	% =-5	% = 82	% Gain = 88
K		5/71	G-M Readiness	10		513		RS=51½	
K	9/70	5/71	ITPA	10	54	46	-14.15 Mo.	-7.20 Mo.	7 Mo. Gain

Example 9. Student continuous evaluation form

Name _____ , _____ Birth ___, ___, ___, Sex ___
Yr. Mo. Day

Date	PPVT	Caldwell Inventory	G-M Readiness	G-M, V	1-A C	G-M, V	1-B C	G-M, V	1-C C

	1969	1970	1971	1972	1973
Language Arts:					
Sequence 1, Pre-Reading					
Sequence 2, Audio-Visual					
Sequence 3, Incode-Decode					
Sequence 4, Word Expansion					
Sequence 5, Critical Reading					
Sequence 6, Functional Reading					
Sequence 7, Content Reading					
Mathematics:					
Pre-Math (Shapes, Sizes, etc)					
Initial Math					
Patterns and Symbols					
Computation					
Reasoning					
Writing:					
Forms letters correctly					
Uses base line, left-right					
Spaces between words					
Cursive form					

N - indicates need for improvement
Parent-Teacher conference necessary
S - indicates satisfactory progress
R - indicates rapid progress
M - indicates mastery

	1969	1970	1971	1972	1973
Attendance					
Days present					
Days absent					

_____
School

Example 10. Questionnaire to parents of children in kindergarten through grade 4

Do not give your name or your child's name. Fill out a separate sheet for each child (if you have more than one).

Child's sex: Boy_____ Girl _____

Child's age: _____

Year in School: Kindergarten____; 1st____; 2nd_____; 3rd_____; 4th_____;
Other _____

Name of school child attends this year: _____

Are you the child's mother_____, father_____, guardian _____, other_____?

Are you an active member of the parent-teacher organization? Yes_____ No _____

Have you:

Visited in your child's class this year?_____

Talked with your child's teacher(s) this year?_____

Talked with the school principal about the program?_____

What do you want the school to provide for your child?

_____

_____

_____

What do you expect the school to do that is not being done?

_____

_____

_____

What seem to be the major problems? What solutions do you suggest?

_____

_____

_____

They found that 98 percent of the classrooms provided a minimum of three different learning centers for students. Reading, writing, and mathematics were the primary areas of concentration, but 70 percent of the units also had skills centers for music, art, science, woodwork and/or manipulatives, pleasure reading, social studies, and physical education.

On the negative side, evaluators found that too many classroom activities leaned toward material-centered, teacher-determined activities rather than child-centered, self-selected activities. There was a 60-40 ratio between large-group and small-group or individualized instruction. While teaching methods varied, methods involving "teacher telling" were used 65 percent of the time. Yet the increase for individualized instruction was between 15 percent and 90 percent greater than in previous years.

Teachers used these observations to reevaluate their own methods.

Teacher Attitudes

Results from an anonymous questionnaire in January 1971 indicated that 95 percent of all teachers in grades 1 through 3 felt they had been "properly prepared by the school system for total desegregation." One hundred percent of the same teachers expressed no resentment at teaching in schools with teachers of another race, and no teacher felt nervous about teaching students of both races. Larry C. Patrick, principal at Kingstree Elementary School, gathered the data.

Mrs. Frances O'Teul, a doctoral student at the University of South Carolina, conducted a study of the attitude and personality changes of teachers and aides in the Williamsburg County schools for her dissertation.

APPENDIX

Williamsburg County Teacher Training Activities: 1968-71

1968

July 29	- Sept. 6	- Preservice Training, total group
Sept. 9	- May 30	- Field Supervision, individual classes
Sept. 23	- Sept. 25	- Area Conferences, small groups
Oct. 7	- Apr. 17	- Videotape Training, individual classes
Oct. 18	-	- Luncheon Meeting in Columbia, total group Dr. Cynthia Deutsch, New York University
Oct. 28	-	- Elementary school principals, with Dr. Milly Cowles
Nov. 11	-	- Inservice for total group Dr. Kathryn Daniel and Dr. Milly Cowles University of South Carolina
Dec. 5	-	- Elementary school principals in Columbia Dr. Arthur Allen
Dec. 9	-	- Inservice for total group, Drs. Cowles and Daniel

1969

Jan. 20	-	- Inservice for total group, Dr. James Cowles, College of William and Mary, and Drs. Milly Cowles and Kathryn Daniel
Feb. 3	- May 19	- College Course for total group instructors: Mrs. Martha Higgins of South Carolina State College and Dr. Milly Cowles, assisted by six additional professors
Feb. 6	-	- All county administrators, with Dr. Kimpson of the State Department of Education
Feb. 18	- Feb. 20	- Classroom Observations by Dr. Raph of Rutgers University
Feb. 21	-	- Inservice for total group, Drs. Raph, Cowles, and Daniel
Mar. 24	-	- Inservice for total group, Dr. Milton Akers, Executive Director, NAEYC
May 5	-	- Inservice for total group, Dr. Keith Berkeley of USC, Drs. Cowles and Daniel
May 26	-	- Evaluation, total group involved
June	- July	- Summer School and Special Workshops, 27 teachers and aides, 7 elementary school principals
June 6	-	- Evaluation with administrators
Aug. 4	- Aug. 22	- Preservice Training
Sept. 8	-	- Evaluation and Planning, Drs. Cowles and Daniel
Sept. 11	- Sept. 12	- Four Area Sessions with 1st-grade teachers
Sept. 18	- Sept. 19	- Substitute Training, Dr. Nancy McCutcheon of USC
Sept. 26	- Sept. 29	- Four Area Sessions with 1st-grade teachers, Drs. Cowles and Daniel

Oct. 2	-	- Substitute Training
Oct. 17	-	- Inservice for kindergarten personnel, Dr. James Cowles, Dr. Milly Cowles, Dr. Kathryn Daniel
Oct. 20	- Oct. 21	- Substitute Training
Oct. 31	-	- Evaluation and Planning
Nov. 6	-	- Substitute Training
Nov. 7	-	- Kindergarten personnel and administrators to observe at the USC Demonstration School in Columbia
Nov. 17	-	- Substitute Training
Dec. 5	-	- Inservice for 1st-grade teachers and principal
Dec. 10	-	- Inservice for 1st-grade teacher aides
Dec. 12	-	- Inservice for kindergarten personnel, with two physical education instructors of USC and Dr. Daniel

1970

Jan. 16	-	- Evaluation and Planning
Jan. 19	-	- Elementary school principals
Jan. 26	- Jan. 27	- Program Development Sessions
Feb. 6	-	- Administrators and K-1 personnel to Columbia for meeting with Dr. Constance Kamii
Feb. 9	-	- Inservice for 1st-grade teachers, Dr. Mary Tom Berry of Middle Tennessee University, Drs. Cowles and Daniel
Feb. 16	-	- Inservice for teachers of grades 1-3, Dr. Marion Franklin of UNC at Greensboro
Feb. 16	-	- Elementary school principals session
Mar. 9	-	- Elementary school principals, with Drs. Cowles and Daniel
Apr. 1	-	- Staff Planning Meeting
Apr. 2	-	- Early Childhood Education Exhibit
Apr. 6	-	- Inservice for administrators and teachers of grades 1, 2, 3. First in a series of seven training sessions, led by Dr. Milly Cowles, Dr. Kathryn Daniel, Miss Tunie DuRant, and Miss Jane Parler, all of the University of South Carolina; plus Dr. Virginia Horus of the University of Alabama and Dr. James Cowles of the College of William and Mary
Apr. 9	-	- Staff Planning Meeting
Apr. 13	-	- Staff Meeting
Apr. 13	-	- Inservice for administrators and 1-3 teachers
Apr. 20	-	- Inservice for kindergarten personnel, with Dr. Milton Akers, Executive Director of the Association for the Education of Young Children, Dr. Milly Cowles, and Dr. James Cowles
Apr. 20	-	- Inservice for administrators and 1-3 teachers
Apr. 21	-	- County staff and administrators, with Dr. Milton Akers
Apr. 24	-	- Early Childhood Education Staff Meeting with the county administrators: steering committee named

Apr. 24 -	- First in a series of staff meetings to begin reassessment, evaluation, and planning
Apr. 27 -	- Inservice for administrators of 1-3 teachers
Apr. 29 - 30	- Conference on Child-Centered Curriculum, in Columbia, South Carolina State Department of Education
May 4, 11, 18	- Inservice for 1-3 teachers
May 6	- Steering Committee
May 7 - 8	- Inservice for kindergarten teachers, aides, and staff, Dr. Jane Raph of Rutgers University, consultant
May 12 -	- Conference with teachers, in preparation for summer studies
May 14 -	- Steering Committee
May 19 -	- K-3 staff to Columbia, visit to Claude A. Taylor School
May 27, 28, 29	- Area Meetings of K-3 administrators, teachers, aides, and parents, to discuss the K-3 program
June	- K-3 teachers attending summer sessions, special workshops, and meetings both in and out of the State
June - July 7	- 7 Teachers in summer school, to complete degrees to meet certification requirements 4 Teacher aides in first term of summer school, working on degrees
July 6 - 24	- 9:00-12:00 - Speech Improvement Course (3 hrs. credit) for all COP trainees (75 people), taught in Kingstree by Mrs. H. E. Baud
July 20 - 24	- 1:00-3:00 - Two workshops for all COP trainees (no college credit): Audiovisual, led by Mrs. Mary Lee Hudson; Library Skills, led by Mrs. Margaret Williams in Kingstree
July 20 - 24 and July 27 - 31	- Two week-long conferences: Institute on Continuous Progress and Cooperative Teaching, at the University of North Carolina at Greensboro; 26 staff, administrators, and teachers from Williamsburg County to attend one or other of the conferences.
July 26 - Aug. 21	- Core Preservice Training for all K-3 teachers, teacher aides, and administrators, to be held in Kingstree (3 hrs. credit); instructors from the University of South Carolina, South Carolina State College, and other institutions
Sept. 2	- Field coordinators, with K-3 individual schools; daily throughout school year
Sept. 17	- Dr. Cowles, with staff
Sept. 22 & 23	- Drs. Cowles and Daniel with staff
Sept. 25	- Staff with team at Williamsburg County Training School
Oct. 1 & 2	- Drs. Cowles and Daniel with teams at individual schools; continued this training service throughout the year, to 2 days weekly
Oct. 1	- Dr. McCutcheon began supervision of all COP trainees (and team) at individual schools; continued through the year

Oct. 12 - Nov. 30	- Substitute training, each Monday
Oct. 21 & 22	- Health Workshops, at Lane and Battery Park, for teachers and parents; led by USC personnel
Oct. 28	- State Kindergarten Training Conference in Charleston
Oct. 30	- Staff, with Drs. Cowles and Daniel
Nov. 4	- Staff visited USC Lab School in Columbia
Nov. 5	- Dr. John Green - Inservice for K-3
Nov. 11	- NAEYC, Boston - Staff
Dec. 9	- Staff visit to USC Lab School
Dec. 11	- Workshop for Staff on the Hearing-Impaired

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Jan. 22	- Reading Workshop at Moncks Corner, staff member
Jan. 27	- Kindergarten inservice, with Mrs. Mary Craighead of Nashville, Tenn., and Drs. Cowles and Daniel of USC
Feb. 17	- Two courses begun, for K-3 teachers
Feb. 3 & 4	- Principals and staff attended elementary principals' meeting in Columbia
Mar. 7-10	- ASCD in St. Louis - 2 staff, 1 principal attended
Mar. 12 & 13	- Conference at Pee Dee Center on Laubach Literacy Program - 1 staff member attended
Mar. 16	- Dr. Jim Wheeler of Rutgers, at Columbia - 6 staff attended the seminar
Mar. 18	- Kindergarten Inservice, with Mrs. Theo Hartin and Miss Janet Stanton of the State Department, and Drs. Cowles and Daniel
Apr. 21-23	- Dr. Jane Raph to kindergartens
Apr. 23 through May 14	- Math Workshop for K-3 teachers, aides, and administrators, each Friday, 3:30 - 6:30
May 7	- Kindergarten Inservice, with Drs. Cowles and Daniel of USC and Mrs. Martha Jean Higgins of S.C. State
May 13	- Workshop on Nutrition, USC leadership - 3 staff attended
May 21 & 22	- IRA at Myrtle Beach - 1 staff member attended
June 21 through July 30	- K-4 Training in Lab School context
Aug. 9-11	- State Training for (new) kindergarten personnel - 7 attended
Aug. 15-20	- Dr. Bell Feltner of University of Georgia, with principals at individual schools

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